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und Drang period, Lessing's dramatic criticisms, the lyric poetry or the works of a single author as Heine, Herder, Heyse, or Freytag. Such a course would contribute to form the taste and give a definite literary knowledge such as random reading does not afford. Such study would lift the work of the instructor out of its ordinary routine character, and open fresh fields of investigation which would be of inestimable value alike to the teacher and the student.

Seminary work with advanced students is of great importance. By it the student is guided in original investigation: he is taught to use authorities, weigh evidence, and thus acquire independence in research. The method of the laboratory should be employed in the study of literature and philology, and the student saved from slavish and passive acceptance of words simply on authority. The obstacle to the Seminary system has been the lack of students of sufficient attainments to make such work possible, and the premature adoption of that system would result in injury, as leading undisciplined students to formulate opinions and quote results the value of which they are not fitted to estimate. Superficiality alone can result from a mistaken application of the Seminary system. A method which is an admirable substitute, avoiding many of the evils of an indiscriminate introduction of the above method, would be by adopting a system akin to that employed in the scientific laboratory. Let the student study in a Seminary room, where books of reference are available, where for two or three days each week he can have the advice of his teacher, receive hints as to his methods of study, be directed to certain authorities and guided in courses of reading, every part of which will be under the eye of his teacher. The training of the leading scholars in the English universities is due largely to the inspiring influence of a teacher who is at once a companion. A few years since in Halle, all Professor Zacher's advanced students worked with him in his study. Only by some such system can the personal influence of the teacher be felt most effectively in quickening and directing his students to advanced and most delightful work.

Prof. J. S. Simonton, of Washington and Jefferson College, commented on several points in this paper, and, among other things, said that he had no desire to see more rapid progress in the invasion of classic privileges by the modern languages.

Prof. F. V. N. Painter, of Roanoke College, then presented a paper on

14. "The Establishment of a Modern Classical Course, as being the best means of bringing the Modern Languages into greater prominence."

Education consists essentially in human development ; its end, to use the language of Milton, is to "fit us to perform justly, skillfully, and magnanimously, all the offices both private and public, of peace and war." The educational or developing process involves two factors, which, though logically distinguishable, are practically inseparable. These are *exercise* and the *acquisition of knowledge*. Self-activity in the appropriation of knowledge is the condition of healthful mental growth.

The great problem at present in collegiate education is the arrangement of a course of study which, together with the highest degree of mental discipline, will afford the largest amount of valuable knowledge. In the solution of this problem, two mistakes are possible. On the one hand, studies may be chosen for their utility as sources of valuable information ; on the other, for their value as a mental gymnastic. Both mistakes are equally serious. In the one case, the student becomes the repository of facts which he cannot use wisely in the conduct of life ; in the other, he acquires a discipline that leaves him ignorant and helpless in the presence of the manifold duties of manhood.

With these truths in mind, let us examine the chief course offered American students, namely, the ancient classical course. This course, I believe, concedes too much to the disciplinary part of education. When Latin was still the language of the learned world, this course was no doubt the best that could have been devised. Apart from disciplinary value, it possessed practical utility. But by national growth, the progress of art and science, and the development of refined modern tongues, Latin and Greek have lost most of their value for practical life. Thus the ancient classical course has fallen out of due relation to the needs of the present time. The acquaintance with ancient life and thought, so indispensable to every educated man, can be obtained without a profound knowledge of Latin and Greek through histories and translations in the modern languages. As President Eliot has said : "It is a very rare scholar who has not learned much more about the Jews, the Greeks, or the Romans through English than through Hebrew, Greek, or Latin."

These, and other considerations have given rise to a wide-spread dissatisfaction with the ancient classical course. In Germany this dissatisfaction has given rise to the "real schools ;" in this country, to our various elective, scientific, and philosophical courses, which, however much they may differ in other respects, agree in reducing the amount of Latin and Greek. Even in the ancient classical course itself, Latin and Greek have been somewhat forced back from their former prominence.

The principal alternative course in our American colleges has been the scientific. This course omits Greek, reduces the amount of Latin, and provides, in connection with additional studies in the modern

languages, extended instruction in the natural sciences. As compared with the ancient classical course, it reduces the amount of linguistic study fully one-third. By the substitution of natural science for language, the scientific course seems to attach too much importance to the knowledge factor of education. As at present pursued in most of our colleges, the study of natural science consists chiefly in memorizing facts laid down in text-books, and hence possesses but little value as a disciplinary exercise. And after a considerable period of trial, the scientific course is coming to be considered defective as a means to education.

The modern classical course here advocated seems to avoid the mistakes of the other two courses. It makes linguistic study the basis of education; and while providing amply for the training of the mind, it keeps in view the relations and needs of modern life. For the degree of Bachelor of Arts, our best Southern colleges require about six years in Latin, five years in Greek, and usually two years in either French or German. This is the ancient classical course, which requires in the aggregate about thirteen years of linguistic study other than English, occupying nearly one-half of the student's time. In the modern classical course, it is proposed to retain about the same amount of linguistic study, but with a different apportionment of time. Four years should be allowed to German, four years to French, three or four years to Latin, and not less than one year to Greek on account of its relation to our technical nomenclature. This year in Greek, which should come in the collegiate rather than in the preparatory course, should have special reference, like the study of Anglo-Saxon, to English etymology. These changes would not affect any of the other college departments, though it might be found expedient to make a year or two of language elective with natural science.

This course should hold equal rank with the ancient classical course and lead to the same degree. In view of existing dissatisfaction with the two courses now most in vogue, the modern classical course appears well adapted to meet a popular want. It affords a fine mental discipline; it gives a large acquaintance with English etymology; it imparts a thorough knowledge of general grammar; it prepares the student for the numerous exigencies of business and travel; it introduces him to the two richest modern literatures after his own; it prepares him to appreciate the master-pieces of antiquity when read in translations; and what needs to be especially emphasized, it furnishes him with a good working knowledge of two foreign languages, whose treasures of thought he can use at will throughout his literary or professional life.

Of these several considerations, two deserve more than mere mention. The first is the disciplinary worth of the Modern Languages—a fact that has not been duly appreciated. After careful consideration and experiment, I am prepared to claim for French and German equal

rank with Latin and Greek as disciplinary studies. The nature of the discipline resulting from language study will justify this position. The memory is cultivated in acquiring a vocabulary of words and in mastering the principles of grammar; the attention is trained in the work of translation; the sense of discrimination in regard to the meaning and force of words is sharpened; the literary taste is developed in contact with the classic page; and above all, the reasoning, judging, and combining faculties are in constant exercise. All these elements of a manifold mental training enter as fully into the study of French and German when properly taught as into the study of Latin and Greek.

The other point to be considered is the comparative worth of ancient and modern literature. As to *matter*, the superiority of modern literature can hardly be questioned. In his reply to Mr. Charles Francis Adams, the Hon. D. H. Chamberlain admits that "it is not in the Greek literature of the classic period that we find what may be called the best results of human thought as applied to the material world of nature and life, or to those problems which concern the present moral duties or the future destiny of man. The materials of modern literature are incomparably richer, the results of modern thought immeasurably more valuable and beneficent."

But the superiority of modern literature being conceded as to substance, the question still remains as to *form*. In polite literature, this is, perhaps, the most valuable element. I have been at a good deal of pains to satisfy myself on this point. I have placed Milton by the side of Homer and Virgil; Shakespeare, Goethe, and Racine by the side of Euripides; Hume, Gibbon, and Macaulay by the side of Thucydides and Livy; Bacon by the side of Plato; and the result has not been unfavorable to the moderns. The judgment of Prof. John S. Blackie seems to me correct. "The raptures which some people seem to feel," he says, "in perusing Homer and Virgil, Livy and Tacitus, while they turn over the pages of Shakespeare and Milton, Hume and Robertson, with coldness and indifference, I hold to be either pure affectation or gross self-delusion; being fully satisfied that we are in no want of models in our English tongue which for depth of thought, soundness of reasoning, for truth of narrative, and what has been called the philosophy of history, nay, even for poetical beauty, tenderness, and sublimity, may fairly challenge comparison with the most renowned productions of antiquity."

In view of these considerations, I think we may confidently appeal at least to the public in behalf of a modern classical course.

Among those who spoke on the views brought out in this communication, Prof. W. L. Montague, of Amherst College, regarded them with special favor and ended by presenting the following resolution, which was adopted:

Resolved, "That this Convention regards the establishment of a classical course in Modern Languages, with special view to disciplinary methods, alongside the Ancient Classical Course in our Colleges, not only as desirable but practicable."

After authorizing the Secretary to draw on the Treasurer for the expenses of this Convention and passing a vote of thanks to the authorities of Columbia College for the use of their Assembly Room, the Society adjourned till the Christmas holidays of 1885, exact date and place of meeting to be afterwards determined and announced by the Executive Council.